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ABSTRACT

Noting that school-age child care can be considered an important component of community support for children and families, this report provides information and advice for programs and individuals wishing to secure funding for school-age care programs. The report contains the following sections: (1) "School-Age Care: Why Do We Care?," providing a summary of statistics on the need for and effectiveness of school-age care; (2) "Advice for Advocacy," offering tips on securing support and funding, such as framing the issue carefully, knowing the audience, and educating the community and legislators on the importance of school-age care funding; (3) "Tips for Funding," providing more specific information on the process of seeking funding; and (4) "Federal Funding Sources," the bulk of the report, describing eight available funding sources and instructions on how to apply, and provides suggestions on other sources. Funding sources covered include Child Care and Development Block Grants (CCDBG), Child and Adult Care Food Program (CACFP), and After-School Learning Centers (21st Century Community Learning Centers). Appendices contain information on school-age care Web sites and electronic discussion groups, a list of school-age care resources, and contact information for CCDBG administrators. (EV)

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School-Age Care: Federal Funding Opportunities

By
Helen Blank
Kim Wade

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Children's Defense Fund

March 1999

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About the Children's Defense Fund (CDF)

The mission of the Children's Defense Fund is to *Leave No Child Behind* ® and to ensure every child a *Healthy Start*, a *Head Start*, a *Fair Start*, a *Safe Start*, and a *Moral Start* in life and successful passage to adulthood with the help of caring families and communities.

CDF provides a strong, effective voice for *all* the children of America who cannot vote, lobby, or speak for themselves. We pay particular attention to the needs of poor and minority children and those with disabilities. CDF educates the nation about the needs of children and encourages preventive investment before they get sick or into trouble, drop out of school, or suffer family breakdown.

CDF began in 1973 and is a private, nonprofit organization supported by foundations, corporation grants and individual donations. We have never taken government funds.

CDF works to improve practices and policies that affect large numbers of children rather than helping families on a case-by-case basis. Our staff includes specialists in health, child welfare, mental health, child development, family income, and youth violence. CDF gathers data and disseminates information on key issues affecting children. We assess how private and public sector policies, priorities, and practices impact the health and safety of children and the ability of parents to support and nurture their children, and work to increase positive supports for children and their families.

CDF educates hundreds of thousands of citizens annually about children's needs and responsible options for meeting those needs. We provide information, technical assistance, and support to networks of state and local child advocates, service providers, and public and private sector officials and leaders.

CDF is a national organization with roots and branches in all 50 states and communities across America. Although our main office is in Washington, D.C., we reach out to towns and cities across the country to monitor the effects of changes in national, state, and local policies and to help people and organizations concerned with what happens to children. CDF maintains state offices in California, Minnesota, New York, Ohio, and Texas. a Southern regional office of the Black Community Crusade for Children in Jackson, Miss., and local project offices in Marlboro County, S.C., and Columbus and Greater Cincinnati, Ohio. CDF has developed cooperative projects with groups in many states. CDF's former Alex Haley Farm in Clinton, Tenn., serves as a school and spiritual renewal center for building movement to *Leave No Child Behind* ®. The Black Community Crusade for Children, developed by Black leaders and coordinated by CDF, is an initiative to mobilize the African American community behind a targeted effort to address the special problems facing *every* child and family.

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School-Age Care: Why Do We Care?

School-age care is an essential component of community support for children and families. The Children's Defense Fund (CDF), in its effort to create a "seamless web of community for children," is committed to helping develop quality, accessible school-age care wherever a need exists. Today, when a majority of parents of school-age children are in the work force, and when welfare-to-work is a national priority, the need for school-age care has taken on a special urgency.

School-age children need care. Studies have shown that children in this age group spend fewer than 20 percent of their waking hours in school. Moreover, the quality of out-of-school care can have a critical impact on a child's school performance and long-term success. Yet, in this country, watching television is the number one out-of-school activity for children, and experts estimate that during a typical week, nearly 5 million school-age children spend significant amounts of time with no adult supervision.

Quality school-age care is essential to the maintenance of a stable, productive work force. In 1997, 74 percent of women with children ages 6 to 17 were in the labor force, most working full-time. Productive workers need to know that their children are safe and in a reliable child care situation. A 1990 study showed that nearly one in six mothers reported missing some work time as a result of unreliable child care arrangements. These numbers are even higher for low-income mothers.

Quality school-age care is critical for the protection of our future, our children. Children who have access to constructive, adult-supervised out-of-school activities are safer and are more likely to succeed in school. Teachers and principals agree that children involved in good quality programs are more cooperative, better able to handle conflict, more interested in reading, and get better grades. On the other hand, children whose only out-of-school option is "self-care" run a greater risk of failing in school and becoming involved in risky behavior. Studies have shown that unsupervised children are more likely to be hurt, are more likely to be fearful and anxious, more likely to use alcohol, tobacco, and illegal drugs, and more likely to engage in sexual experimentation. All of these risks increase for low-income children in urban settings.

Families and communities want good, affordable school-age care. A national poll funded by the Charles Stewart Mott Foundation recently found that 93 percent of respondents support the expansion of after-school programs. Further, 80 percent of those surveyed said they would be willing to raise their taxes to fund these programs in their communities. The poll found strong support for after-school programs across party lines and among parents and non-parents. In a survey of teens, 71 percent expressed an interest in participating in tutoring or mentoring programs, and 86 percent wished to participate in crime prevention programs with an after-school component. Another survey of public officials showed that 92 percent saw child care and before- and after-school programs as a critical need. Moreover, police chiefs agreed that investments in after-school and other such programs for children are three times as effective as increasing police activity in prevention of crime.

Advice for Advocacy

Children's Defense Fund has conducted interviews with people around the country who have been successful both in securing individual grants and in increasing state Child Care and Development Block Grants (CCDBG) allocations for school-age care. Below is some of their advice.

Frame the issue carefully. The language you use can make a big difference. Keep in mind that the term "child care" elicits different concerns for different people. For many, the idea of federally funded child care raises the specter of government intervention in family life. Yet communities are increasingly concerned about delinquency, crime prevention, tobacco cessation, and inadequate investments in educational resources. Enriched out-of-school activities for school-age children can help address these community concerns. The Utah School-Age Child Care Alliance succeeded in getting significant funding for its school-age programs by renaming the initiative "Community Prevention Youth Programs."

Know your audience. Approach presentations carefully. Anticipate a particular group's issues and concerns. Be ready to educate your audience about the positive effects of school-age care.

- Business groups: emphasize work force stability issues.
- Civic groups: emphasize the benefits of providing constructive adult-supervised activities for youths, such as reduction in juvenile crimes, vandalism, and drug use.
- Educators: emphasize improvement in school performance and homework support.
- Church and community groups: emphasize the benefits to families of having stable, high quality school-age care. Remind them that child care is <u>not</u> government intrusion into family life; rather, it is providing a necessary resource for working families.

Educate your community and your legislators about the importance of school-age care funding. Let them know the benefits of providing quality school-age care in terms that everyone understands. Stress that these programs are investments with measurable returns in the arenas of public safety, work force productivity, and future savings of public dollars. (Reference the information on page 1 to enhance your argument.) In addition, these programs:

- Promote family/community partnerships.
- Promote responsibility, both for youths and their families.
- Provide opportunities for youths that expand their horizons.
- Promote positive choice-making for youths.

Talk in terms that everyone understands. Avoid jargon like "developmentally appropriate care." Ordinary citizens can understand the need for safe, well-supervised programs for children and youths. Give examples that show how difficult finding such care can be for working families and what devastating effects result when no care is available.

Maintain the focus on children and youth. What is most helpful to them? What are their needs?

- Variety of experiences
- Educational support
- Opportunities to serve
- Activities geared to developmental needs

Maintain an emphasis on the quality of after-school care. Children deserve better than "just any care." The Child Care and Development Block Grant (CCDBG) includes a 4 percent quality set-aside for child care; urge your state to invest more than this minimal amount in quality and supply building activities that affect school-age care. In addition, make it a priority to ensure that savings in your state from reduction in the welfare (TANF) rolls are redirected to crucial family support programs such as child care and after-school programs.

Stress the need for care options for after school hours (3 p.m. to 7 p.m.) for older children. CCDBG funds are targeted to children through age twelve. States must understand the need to fill in the gaps and allocate funds to help provide constructive alternatives for middle school age children and beyond, such as clubs and athletic activities. These are the groups most likely to be in self-care situations and thus most likely to become involved in risky behavior. Rhode Island just expanded eligibility for the child care subsidies to age 16. A number of states have enacted school-age initiatives directed at middle school and high school students.

Stress the concept that in order for parents to work, children need care during all times when school is not in session. This time includes summer vacation, holidays, and teacher training days.

Stress the concept that school-age children <u>deserve</u> a helping hand and positive adult support. Ages 5-14 are critical years for development. Teaching children to make appropriate choices during these years will help carry them through the difficult teen years.

Keep informed about state after-school and child care proposals and policies. Be ready to advocate for positive after-school and child care policies. Know who is making after-school and child care policy decisions in your state, and get involved with those groups. Conduct public hearings or studies that demonstrate the importance of after-school and child care issues, and share your results with state policy makers.

Use the media. Keep public attention on the positive effects of good school-age child care programs. At the same time, make sure people hear the stories about the negative effects for families of long waiting lists for child care, lack of good school-age options, and inadequate programs.

Use important allies. Fight Crime: Invest in Kids, a national organization that works with law enforcement officers and victims of violence, reports that in the hour after the school bell rings, juvenile crime suddenly triples. The first step in their four-part plan to reduce youth violence and adult crime is to: Assure all of America's school-age children and teens access to after-school, weekend, and summer youth development programs to shut down the "prime time for juvenile crime." The organization has found that quality programs can reduce crime and teen arrests immediately while simultaneously providing academic enrichment, constructive activities, and a safe haven from danger and negative influences.

Fight Crime: Invest in Kid's 400 police chiefs, sheriffs, prosecutors, crime victims and leaders of police officer organizations have been joined by virtually every major national law enforcement organization – including the Major Cities [Police] Chief's Organization, the Police Executive Research Forum, the National Sheriffs' Association, and the National District Attorneys' Association – who have all adopted forceful calls for boosting critical crime prevention investments like these. In a Northeastern University poll, 92 percent of police chiefs nationwide agreed that "America could sharply reduce crime if government invested more in programs to help children and youth get a good start" by "fully funding Head Start for infants and toddlers, preventing child abuse, providing parenting training for high-risk families, improving schools and providing after-school programs and mentoring." Nine out of 10 chiefs also agreed that "if America doesn't pay for greater investments in programs to help children and youth now, we will all pay far more later in crime, welfare, and other costs."

Use the police chiefs in your community to make the case for greater investments in school-age care. Another suggestion is to contact corporate leaders such as member companies of the American Business Collaboration companies, which understand the issue and have leaders who can speak to legislators as peers.

Tips for Funding

Maximize your access to information about funding opportunities.

- Find out who the child care administrator is in your state and/or who is responsible for school-age care in the Departments of Education or Juvenile Justice, and build a relationship with that person and his/her staff. You will get better information and can often uncover other sources of state level funding, if there is at least some name recognition, and preferably an ongoing relationship.
- Subscribe to child care, after-school and youth bulletins and other publications with a child, youth, and family focus. Such publications often print notices of potential grant sources.
- Use the Internet. Get on listservs, keep in touch with other child care and school-age providers, tap directly into government agencies (most have home pages that list grant opportunities and provide information about application processes). *See Appendix A*
- Use your local Child Care Resource and Referral agency (R&R). Get on its mailing list, even if you are a private provider. Sandy Shove, an after-school child care director in a California private school, became aware of CCDBG funding when she received a postcard from her R&R agency; she succeeded in getting CCDBG funding on her first try.
- Watch the Federal Register for announcements about funding opportunities and application deadlines.

Don't be daunted by the complexities of the application process. You don't have to be a grant-writing expert to successfully compete for CCDBG and other grants. Again, Sandy Shove advised us that she wrote her first federal grant application in two weeks. She simply followed directions and tailored her answers to questions to match the grant goals.

Be aware that states may have regional distribution requirements. You may be more likely to get funded if you are one of only a few providers in a given region.

Remember the importance of having a variety of funding sources. Keeping numerous sources of funding helps our program in many ways:

- Promotes public/private partnerships
- Lets the community know that you are not just depending on federal funds
- Provides stability for your program
- Helps a program become self-sufficient, thus freeing up funds for other start-up efforts

Encourage "in-kind" contributions from both local businesses and families.

- In-kind contributions from businesses, such as office support and equipment, promote awareness and involvement in child care and children's issues.
- Families that participate in child care programs have a greater stake in the quality and stability of the program.

Be creative about developing local partnerships.

- Tap into Department of Justice funds through partnerships with local police departments.
- Tap into recreation funding through local enterprise zones.
- Work with your city or county government, and find out who funds parks and recreation, or other locally based services, either through state or local dollars.
- Work with your state or local Juvenile Justice Commission or their equivalents.

Federal Funding Sources

Child Care and Development Block Grants (CCDBG)

CCDBG is funded through the U.S. Department of Health and Human Services (HHS). The CCDBG sets aside a minimum of 4 percent of funds for expanding the quality and availability of child care, monies that are directly accessible to school-age child care providers. As of October 1999, states will have an additional $173 million available to strengthen the quality of child care. These new funds may also be used for school-age care. In addition, parents may use CCDBG funds to purchase care for school-age children.

States are required to name a lead agency to administer the funds at the state level. They must also submit a plan for use of the funds to HHS, based on published minimum requirements outlined in HHS regulations. States may then publish Requests for Proposals, with criteria that vary widely from state to state. Although HHS administers these funds, it does not see its role as monitoring the use of the funds. Instead, HHS offers "technical assistance" through its regional offices in order to help ensure the development of quality programs.

Funding to states is through formula grants. Beneficiaries of the funding must be children under age 13, or up to age 19 if disabled, from low-income or at-risk families. All states, territories, and tribal governments are eligible for grants. For more details on changes to the CCDBG in the 1996 welfare act, contact CDF Fulfillment at 202-662-3652 for its *Helping Parents Work and Children Succeed: A Guide to Child Care and the 1996 Welfare Act.*

Getting funding

Contact the main contact person at your state's lead agency (see Appendix C) for information and application materials. Federal grant money will be distributed to the states as of October 1 of each year, but each state may distribute funds according to its own schedule. Individuals must apply for funding through their designated state agencies. States can decide whether to use a portion of the 4 percent quality set-aside for school-age care or to use other CCDBG funds for contracts to school-age programs. For further information:

Child Care Bureau
Administration on Children, Youth, and Families
Department of Health and Human Services
200 Independence Avenue SW, Third Floor, Room 320-F
Washington, DC 20201
Phone: 202-690-6782

Child and Adult Food Care Program (CACFP)

The Child and Adult Care Food Program (CACFP) has become a significant source of funding for child care programs across the country to ensure that children enrolled in child care, after-school and Head Start programs receive nutritious meals.

Child care providers looking for funding should not underestimate the value of CACFP participation. The effort expended in additional paperwork is clearly outweighed by the significant advantages of the program. A good food program acts as a magnet to attract children to out-of-school programs at the same time that it serves to educate participating children about nutrition and a variety of foods. Well-fed children are ready to learn, play, and participate at a higher level. More significantly, for many children the meals provided through CACFP represent their most nutritious meal of the day. In addition, child care programs benefit from the fact that funds provided by CACFP free up other resources for staffing, programming, and overall quality improvement.

Getting funding

Three types of facilities are eligible for CACFP funding: family child care homes and nonresidential child care centers, including both school-based and community-based centers, as well as Head Start programs. Centers must be:

- Public or privately funded.
- Nonprofit (or for-profit if the center receives Title XX funding, or merged funding that includes Title XX, for 25 percent or more of enrolled children or of licensed capacity)[1].
- Non-residential.
- Licensed or alternatively approved by the state for pre-school and/or outside-school hours.
- Not a part of school athletic or extracurricular activities.

Recently passed legislation reauthorizing the child nutrition programs makes CACFP an even more valuable resource in schools and community-based programs and for the first time allows schools across the nation to use the National School Lunch Program as the means to serve snacks in after-school programs if they wish. The U.S. Department of Agriculture (USDA) has recently released the policy guidance for these new options. For a copy of the guidance, see USDA's Web site: www.usda.gov/fcs/cnp/atrisk.htm.

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[1] For-profit child care centers can participate if they can show evidence that they receive public funds for 25 percent or more of enrolled children or licensed capacity. These funds do not have to be solely Title XX funds, as long as their state uses Title XX funds in conjunction with other federal funding sources to support child care.

Using the Child and Adult Care Food Program in After-School Programs

The Child and Adult Care Food Program (CACFP) provides reimbursement for the food, meal preparation, and paperwork costs of meals and snacks served in after-school programs operated by nonprofit organizations, schools, and public agencies. The new law improves the program by:

- Raising the age children can participate in after-school food programs in low-income areas from age 12 to 18. After-school programs at schools or nonprofits will be able to use the food programs to serve snacks to children from kindergarten through senior year in high school.
- Expanding access to the food program by allowing public agencies and nonprofit organizations, such as Police Athletic Leagues, YMCAs, YWCAs, Boys and Girls Clubs, and park and recreation department programs to participate in CACFP if their after-school programs meet local health and safety requirements, without going through full licensing.
- Reducing paperwork and increasing funding available for programs in low-income areas by providing an *area eligibility* option for after-school programs (both nonprofit and schools) serving snacks through CACFP. When a program is located in a low-income area, this option will allow after-school programs to qualify for the highest level of CACFP reimbursement for every child in the program, without having to determine the family income of each child participating. Areas qualify as low-income if the elementary school in the area has 50 percent or more children certified to receive free or reduced price lunch (i.e., with family income below 185 percent of the poverty line). Programs using the CACFP outside of low-income areas will be able to continue to serve those children under age 13 if they determine reimbursement levels using an individual means-test of family income.

Using the National School Lunch Program in After-School Programs

The National School Lunch Program provides reimbursements for food, meal preparation, and paperwork costs of food served in school programs. The new law improves the program by:

- Allowing school sponsored after-school programs to use the National School Lunch Program (rather than CACFP) to provide snacks to children ages 18 and under, which should reduce paperwork for the schools and for families. Programs located in low-income areas can use the new *area eligibility* option in the School Lunch Program to receive the highest level of reimbursements for each child's snacks.

Note: Information adapted from *Recent Child Nutrition Law Provides New Resources for Afterschool Programs*, by the Food Research and Action Center. For more information, visit the Food Research and Action Center's Web site – www.frac.org, or call its Child Nutrition Division at 202-986- 2206. An additional helpful resource, *School's Out, Let's Eat: FRAC's Guide to Using the Child Adult Care Food Program to Expand After-School Opportunities for Children*, is also available, as well as various fact sheets about after-school programs.

Contact:

Food Research and Action Council (FRAC)
1875 Connecticut Avenue NW, Suite 540
Washington, DC 20009
Phone: 202-986-2200
Fax: 202-986-2525

For more information:

Child and Adult Care Food Program (CACFP)
Child Nutrition Division, Food and Consumer Services
3101 Park Center Drive
Alexandria, VA 22302
Phone: 703-305-2286
Fax: 703-305-1117

After-School Learning Centers (21st Century Community Learning Centers)

This program was authorized by Congress as a way of promoting more efficient use of public educational facilities, especially in rural and low-income areas. Funding is through the U.S. Department of Education. Grants are to be awarded to rural and inner-city public elementary or secondary schools, or a consortia of those schools. Community-based organizations may partner with schools to operate programs, but they must be school-based. Funded projects must be designed to benefit the educational, health, social service, cultural, and recreational needs of their communities by collaborating with other local organizations. Responding to Federal Bureau of Investigation (FBI) research that shows that young people are most at risk of becoming involved in violence between the hours of 3 and 7 p.m., the Department of Education has decided to give priority to those projects that offer significant expanded learning opportunities for children and youths and that contribute to a reduced drug use and violence, which resulted in a focus on after-school programs. In previous years, competitive priority was given to those programs that provide services related to core academic subjects for early adolescents and middle school students. In FY 2000, it is expected that elementary schools will also be a focus of the grants.

Getting funding

Information about application procedures and deadlines is published in the Federal Register. Applications are coordinated by the Intergovernmental Review of Federal Programs, through designated state officials. Applicants must be rural or inner-city public elementary and secondary schools or a consortia of such schools. For FY 1999, the deadline for applications is March 1, with the anticipated award date being May 31, 1999. For FY 1999, $200 million was appropriated. The President's FY 2000 budget would increase this program by $400 million to a total of $600 million.

According to the federal legislation and regulations about this program, funded programs must include school-age care and **no fewer than four** of the following activities:

- Literacy education programs
- Senior citizen programs
- Child care services
- Integrated education, health, social service, recreational, or cultural programs
- Summer and weekend school programs in conjunction with recreation programs
- Nutrition and health programs
- Expanded library service hours to serve community needs
- Telecommunications and technology education programs for individuals of all ages
- Parenting skills education programs
- Support and training for child care providers
- Employment counseling, training, and placement
- Services for individuals who leave school before graduating from secondary school, regardless of the age of such individuals.
- Services for individuals with disabilities

Department of Education, Elementary and Secondary Education Act of 1965, Title X, Part I, Sec. 10901, 20 U.S.C. 8241.

It must be made clear that though there are many allowable activities, if before and after-school care is not provided for school-age children, your program will not receive this funding.

For more information:

Amanda Clyburn
Office of Education Research and Improvement
Department of Education
Washington, DC 20208-4655
Phone: 202-219-2180
www.ed.gov/offices/OERI/21stCCLC

Title IV, Department of Education Safe and Drug-Free Schools and Communities Program

This program provides funding for projects that focus on drug abuse education and awareness, as well as violence prevention, for students at all educational levels. It is administered by the U.S. Department of Education, Office of Elementary and Secondary Education. School-age care programs may be able to use these funds to expand or enhance their regular programs. A major goal of this program is to support the development of innovative and effective programs geared to "high-risk" youths.

Getting funding

Eligible entities include local educational agencies and schools, other nonprofit agencies, organizations, and institutions, and any combination of these entities, as well as individuals. Applications are made through state agencies, which receive their funding through the state's governor's office. Contact the office or official designated as the single point of contact in your state for more information on the application process. The Department of Education makes the final decision on approval and funding of applications. Funding for FY 1999 was $531 million. The Administration has asked for an increase of $10 million in the FY 2000 budget, for a total of $541 million.

For more information:

Department of Education
Safe and Drug-Free Schools Program
600 Independence Avenue SW
Room 604 Portals
Washington, DC 20202
Phone: 202-260-3954
http//www.ed.gov/offices/OESC/SDFS

Title V, Community Prevention Grants Program

The Title V program is the only federal funding source focused solely on delinquency prevention. Based on a community-initiated planning process, the program promotes community-wide collaborative efforts to develop and implement delinquency prevention programs. Each community is encouraged to conduct a multidisciplinary needs assessment exploring the risks and resources present in that area and then to develop a comprehensive, collaborative plan to prevent delinquency based on this assessment. Prevention programs already implemented by participating communities include early child development strategies, such as preschool/parent training programs, and youth development initiatives involving the use of mentoring, after-school activities, tutoring, and truancy and dropout reduction. In FY 1999, Congress appropriated $45 million to be distributed among qualifying states. The Administration has proposed a slight reduction for FY 2000.

Getting funding

Program funds are distributed in a two-step process. First, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) awards grants to states to be transmitted through their State Advisory Groups (SAG) to units of general local government – such as towns, cities, counties, parishes, and Indian tribes. Grant amounts are based on a formula determined by the state's population of youths who are subject to original juvenile court delinquency jurisdiction under state law. The second funding step involves the state agency awarding subgrants to units of general local government through a competitive process. In order to be eligible to apply for a subgrant, a unit of general local government must first:

- Receive SAG certification of compliance with the JJDP Act core requirements.
- Convene or designate a local Prevention Policy Board.
- Submit a three-year, comprehensive delinquency prevention plan to the State.
- Provide a 50 cents-on-the-dollar match, either cash or in-kind, of the subgrant award amount.

The comprehensive delinquency prevention plans are required to include:

- The designation of a Prevention Policy Board, consisting of 15 to 21 members representing a balance of public agencies, nonprofit organizations, private business and industry, at-risk youths, and parents.
- Evidence of key community leaders' support for the delinquency prevention effort.
- Definition of the boundaries of the program's targeted neighborhood or community.
- An assessment of the community's readiness to adopt a comprehensive risk-focused delinquency prevention strategy.
- An assessment of baseline data related to risk factors prevalent in the community.
- An identification of available resources and promising approaches that address identified risk factors and an assessment of gaps in existing services.
- A strategy for mobilizing the community to implement delinquency prevention activities.
- A strategy for obtaining and coordinating identified resources to implement promising approaches that address priority risk factors and strengthen protective factors.
- A plan describing how program funds and matching resources will be used to accomplish stated goals and objectives.
- A description of the Prevention Policy Board's program management role.
- A plan for collecting performance and outcome evaluation data.

Department of Justice, Juvenile Justice and Delinquency Prevention Act of 1974, as amended in 1992, Title V, 42 U.S.C. 5601.

For more information and for a list of State contacts:

Department of Justice
Office of Juvenile Justice and Delinquency Prevention
810 7th Street NW
Washington, DC 20531
Phone: 202-307-5924
http://www.ojp.usdoj.gov

Safe Schools/Healthy Students Initiative

The purpose of the Safe Schools/Healthy Students Initiative is to assist schools and communities with the implementation and enhancement of comprehensive community-wide strategies for creating safe and drug-free schools and promoting healthy childhood development. Eligible activities include, but are not limited to, after-school programs, mentoring, conflict resolution, social skills building, and early childhood development programs. The Departments of Justice, Education, and Health and Human Services are jointly offering approximately 50 three-year grants — up to $3 million per year to urban school districts, $2 million for suburban districts, and $1 million for rural and tribal districts.

Getting funding

Applicants must conduct a basic assessment of the community risks and assets related to children as well as an assessment of the community resources available for children and adolescents. These assessments must include the following:

Risks – (number or percentages of the following)

- Students engaged in alcohol and drug use and violent behavior
- Firearms brought to school
- Incidents of serious or violent crime in schools
- Suicide attempts
- Students suspended or expelled from school
- Students receiving probation services
- Students in juvenile justice placements

Resources

- Number of after-school programs
- Percentage of youths served by programs to build social skills
- Number and quality of community mental health and social services organizations available to provide services to children and adolescents

Based on these assessments, applicants must develop a plan together with the local education agency, local public mental health authority, local law enforcement agency, family members, students, and juvenile justice officials. To be eligible for funding, this comprehensive strategy must, at a minimum, address six general topic areas:

- school safety
- drug and violence prevention and early intervention programs
- school and community mental health prevention and intervention services
- early childhood psychosocial and emotional development programs
- education reform
- safe school policies

Applicants must also develop a plan for assessing the strategy's effectiveness and agree to participate in a national evaluation of the initiative.

Grant applications will become available by March 15, 1999. More details are available in the February 5 Federal Register, on the internet at www.ed.gov/offices/OESE/SDFS, and through fax on demand at 1-800-638-8736.

For more information:

Shay Bilchik, Administrator
Office of Juvenile Justice and Delinquency Prevention
810 7th Street NW
Washington, DC 20531
Phone: 202-307-5924
http://www.ojp.usdoj.gov

Department of Justice Juvenile Mentoring Program (JUMP)

JUMP provides support for one-on-one mentoring programs for "at-risk" youths. The program is administered by the U.S. Department of Justice, and is based on the fact that mentoring is a proven strategy for prevention of delinquency. Mentors must be adults 21 years or older, and "at-risk" youths are defined as youths who are at risk of educational failure or dropping out of school. Besides offering academic support, a mentor is expected to establish a supportive relationship with the youths and provide opportunities for exposure to new experiences that will help the youths become responsible citizens. As of April 199, there were a total of 93 JUMP sites in 34 states serving more than 6,500 at-risk young people.

Getting funding

Eligible organizations are local education agencies or public/private nonprofit organizations. Applicants must meet one or more of the following criteria: (1) serve at-risk youths in high crime areas; (2) have 60 percent or more of their youths eligible to receive funds under Chapter I of the Elementary and Secondary Education Act of 1965; (3) have a considerable number of youths who drop out of school each year; and (4) can demonstrate knowledge of and/or experience with mentoring programs, as well as working with volunteers and youths. Application is made directly to the Department of Justice on Standard Form 424, subject to the approval of the Office of Justice Programs. Criteria are published in the Federal Register, and applications undergo a competitive peer review process. There is no matching fund requirement.

For more information:

Department of Justice
Office of Juvenile Justice and Delinquency Prevention
810 7th Street NW
Washington, DC 20531
Phone: 202-307-5924
http//www.ojp.usdoj.gov

Title XX Adolescent Family Life (AFL) Program

School-age care programs, especially those that serve middle school and older children, may seek funding through this program administered by the Department of Health and Human Services (HHS), Office of Population Affairs. Public and private nonprofit organizations are eligible for funding. Pregnancy prevention demonstration projects may receive funding within the context of an overall child care program. The major focus of AFL projects is to develop and test abstinence-based programs. Other projects provide funding for either school or community-based programs that provide basic sex education, as well as training in life skills such as social and negotiation skills and parenting skills.

Getting funding

Applications for funding are made through HHS, Office of Adolescent Pregnancy Programs. Announcements for applications appear in the Federal Register. Awards are for three years and direct costs may not exceed $100,000. Applications may be downloaded directly from the Web site, and information is updated regularly.

For more information:

Department of Health and Human Services
Public Health Service
Office of Population Affairs
East-West Towers, Suite 200 West
4350 East-West Highway
Bethesda, MD 20814
Phone: 301-594-4004
www.dhhs.gov/progor/opa/oapp.html

Individuals with Disabilities Education Act Programs

SPECIAL EDUCATION INNOVATION AND DEVELOPMENT

This program provides grants to state or local educational agencies and other public or private agencies and organizations. The objective of the program is to advance and improve the knowledge base for professionals, parents, and others providing services to children with disabilities. Beneficiaries are infants, toddlers, children, and youths with disabilities.

For more information and an application:

Division of Innovation and Development
Office of Assistant Secretary for Special Education and Rehabilitative Services
Department of Education
600 Independence Avenue SW
Washington, DC 20202
Phone: 202-205-8125

SPECIAL EDUCATION PROGRAM FOR SEVERELY DISABLED CHILDREN

Grants are awarded for demonstration programs and other activities to address the special education, service, and early intervention needs of children and youths with severe disabilities.

For more information:

Division of Educational Services
Department of Education
600 Independence Avenue SW
Washington, DC 20202
Phone: 202-205-5809

Education for the Disadvantaged/ Title I

Department of Education/Office of Compensatory Programs

This program was designed to improve the ability of schools to help educationally disadvantaged children achieve high academic standards expected of all children. Programs served through Title I serve children ages 4-18.

Title 1, Part A, provides formula grants to the 50 state educational agencies, the District of Columbia, and Puerto Rico. This money is provided for upgrading the entire educational program of schools with high concentrations of students from low-income families or deemed to be at-risk of failing to meet state standards. Program components must include an extended school year, such as before and after-school and summer programs, and may also include possibly counseling and mentoring.

Getting funding

The FY 1999 budget included $7.67 billion to Title I and the FY 2000 budget includes a request for $7.99 billion for Title I. Funds are allocated through states to school districts and schools based on the number of children from low-income families. Applications may be made through the school district to the state agency.

Contact: Mary Jean LeTendre
Department of Education
600 Independence Avenue SW, Room 4400
Washington, DC 20202
202-260-0826
www.ed.gov/offices/OESE/CEP

An additional resource, *Extending Learning Time for Disadvantaged Students: An Idea Book*, produced by the Department of Education, provides information on how Title I schools can enhance learning outside of the traditional school day, week, or year. Contact your State Department of Education for more information on your state's Title I program, or contact the U.S. Department of Education at 202-260-0826.

Other Suggested Sources

HOUSING AND URBAN DEVELOPMENT (HUD) PROGRAMS WITH CHILD CARE COMPONENTS (All programs below focus on family self-sufficiency.)

COMMUNITY PARTNERSHIPS FOR RESIDENT UPLIFT AND ECONOMIC DEVELOPMENT

This is a three-year initiative designed to assist public housing residents and others in the surrounding area who are in the process of becoming economically self-sufficient. Child care is one component of this program. Funding is through HUD as well as HHS and USDA. Eligible applicants are housing authorities and community development corporations. Beneficiaries must be low-income individuals who are affected by the 1996 welfare law.

For more information:

Office of Public and Indian Housing
Department of Housing and Urban Development
451 Seventh Street, SW
Washington, DC 20410
Phone: 202-708-1422

ECONOMIC DEVELOPMENT AND SUPPORTIVE SERVICES

Contact: Maria Queen, Program Manager: 202-708-0614, ext. 4890

FAMILY INVESTMENT CENTERS

Contact: Marcia Martin, Program Manager: 202-708-0614, ext. 4256

CAMPUS OF LEARNERS

Contact: Beverly Hardy, Program Manager: 202-708-4254

HUD CLEARINGHOUSE

Phone: 1-800-955-2232

NATIONAL YOUTH SPORTS PROGRAM

Private nonprofits and coalitions may apply for grants from the Office of Community Services. Programs must serve low-income children ages 10-16 by providing supervised sports, health instruction, and substance abuse counseling on college campuses. Grantee must provide matching funds in cash and in-kind resources.

For more information:

Joseph Carroll
Division of Community Discretionary Programs
370 L'Enfant Promenade SW
Washington, DC 20447
Phone: 202-402-9354

DEPARTMENT OF LABOR: YOUTH OPPORTUNITIES UNLIMITED PROGRAM

Grants are awarded for programs combining education, health, housing, child development, employment and training, sports and recreation, and family support components. The program is administered by the Department of Labor in conjunction with the Department of Health and Human Services.

For more information:

Department of Labor
Office of Public Affairs
200 Constitution Avenue NW
Room S-1032
Washington, DC 20210
Phone: 202-219-8211

Appendix A
SAC Is On-Line!

If you have access to the World Wide Web, you can find information about school-age care by going to the SACCProject's page (note: type exactly as shown, including capitalization) at:

http://www.wellesley.edu/WCW/CRW/SAC/

If you have access to HandsNet, you can find the school-age care folder under Children, Youth & Families/Early Childhood/Early Childhood Programs & Services.

If you have access to Internet e-mail, you can access mail lists (or "listservs"), including one for those interested in school-age care. The SAC-L Listserv is for anybody interested in SAC planning, resources, activities, funding, staff development, and related subjects.

Co-owned by the School-Age Child Care Project (SACCProject) at the Center for Research on Women at Wellesley College and the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) at the University of Illinois at Urbana-Champaign, SAC-L is where administrators, caregivers/teachers, policy makers, parents, and others interested in school-age care can come together over the Internet to share ideas, resources, problems, and solutions — 24 hours a day, seven days a week.

To subscribe, send a message (without your Email signature, if you have one) to:

listserv@postoffice.cso.uiuc.edu

Leave the subject line blank. Just type:

subscribe SAC-L <Your Full Name Here>

(substituting your own name, without brackets, for <Your Full Name Here> above) in the first line of the message area (for example, **subscribe SAC-L Jane E. Doe**) and send the message.

Once the list manager has added your e-mail address to those who can use SAC-L, you will receive a welcome message about the list and can now post messages to everyone on the list at the **sac-l@postoffice.cso.uiuc.edu** address. It's a good idea to wait until you've read a few messages before posting your own, and it's nice to post a message introducing yourself to folks on the list, indicating your interest in SAC.

For more information:

SAC-L or SACCProject Web Page or HandsNet
Michelle Seligson or Joan Gillespie
718-283-2547
E-mail: jgillespie@wellesley.edu

SAC List
Dianne Rothenburg
1-800-583-4135
E-mail: rothenbe@uiuc.edu

Appendix B
School-Age Child Care Resources

NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME
Michelle Seligson
Center for Research on Women
Wellesley College
106 Central Street
Wellesley, MA 02181
781-283-2547
Web site: http://www.wellesley.edu/WCW/CRW/SAC
E-mail: niost@wellesley.edu

NATIONAL SCHOOL-AGE CARE ALLIANCE
Linda Sisson
1137 Washington Street
Boston, MA 02124-5524
617-298-5012
Web site: www.nsaca.org
E-mail: staff@nsaca.org

FIGHT CRIME: INVEST IN KIDS
Sanford Newman, President
1334 G Street NW, Suite B
Washington, DC 20005-3107
202-638-0690
Web site: www.fightcrime.org
E-mail: info@fightcrime.org

COALITION FOR COMMUNITY SCHOOLS
Martin Blank, Staff Director
Institute for Educational Leadership
1001 Connecticut Avenue NW
Washington, DC 20036
202-822-8405
E-mail: blankm@iel.org

YMCA
Tom Campbell
1701 K Street NW Suite 903
Washington, D.C. 20006
202-835-9043
E-mail: tcampbell@erols.com

YWCA OF THE USA
Rhea Starr
512 Bean Blossom Drive
Lancaster, PA 17603-6306
1-800-992-2871

CAMP FIRE BOYS AND GIRLS
Suzanne Noonan
4374 Westover Place
Washington, D.C. 20016-5552
202-364-3240

NATIONAL ASSEMBLY OF NATIONAL VOLUNTARY HEALTH AND SOCIAL WELFARE ORGANIZATIONS, INC.
Gordon Raley
1319 F Street NW
Washington, D.C. 20004-1106
202-347-2080
E-mail: gordon@nassembly.org

Appendix C
Child Care and Development Block Grant Administrators

Updated February 22, 1999

Alabama
David McCarley, Director
Child Care Subsidy Program
Department of Human Resources
Welfare Reform Division
50 Ripley Street
Montgomery, AL 36130
Phone: 334-242-1773
Fax: 334-242-0513
E-mail: dhrwelrf@wsnet.com

Alaska
Carla Timpone, Coordinator
Child Care and Development Fund
Department of Health and Social Services
Division of Public Assistance
P.O. Box 110640
Juneau, AK 99811-0640
Phone: 907-465-3329
Fax: 907-465-5154
E-mail: ctimpone@health.state.ak.us

Arkansas
Jani Fletcher, Director
Department of Human Services
Division of Child Care and Early Childhood Education
101 East Capitol, Suite 106
Little Rock, AR 72201
Phone: 501-682-4891
Fax: 501-682-4897
E-mail: jani.fletcher@mail.state.ar.us

Arizona
Connie Shorr, Acting Program Administrator
Department of Economic Security
Child Care Administration
P.O. Box 6123
Phoenix, AZ 85005-6123
Phone: 602-542-4248
Fax: 602-542-4197

California
Maria Balakshin, Director
California State Department of Education
Child Development Division
560 J Street Suite 220
Sacramento, CA 95814-4785
Phone: 916-324-0730
Fax: 916-323-6853

Colorado
Oxana Golden, Acting Director
Department of Social Services
Division of Child Care
1575 Sherman Street
Denver, CO 80203-1714
Phone: 303-866-5958
Fax: 303-866-4453

Connecticut
Peter Palermino
Department of Social Services
Office of Child Care
25 Sigourney Street, 10th Floor
Hartford, CT 06106-5033
Phone: 860-424-5598
Fax: 860-951-2996
E-mail: dsso8@connix.com

Delaware
John Falkowski
Department of Health and Social Services
Lewis Building
P.O. Box 906
New Castle, DE 19720
Phone: 302-577-4880 ext. 234
Fax: 302-577-4405
E-mail: jfalkowski@state.de.us

District of Columbia
Barbara Ferguson Kamara
Deptartment of Human Services
Office of Early Childhood Development
Commission on Social Service
717 14th Street NW, #730
Washington, DC 20005
Phone: 202-727-1839
Fax: 202-727-9709

Florida
Larry Pintacuda, Chief
Child Care Services
Department of Children and Families
Family Safety and Preservation
1317 Winewood Boulevard, Building 7,
Room 228
Tallahassee, FL 32399-0700
Phone: 850-921-4713
Fax: 850-488-9584

Georgia
Delores Woodward
Department of Human Services
DFCS Family Support Unit
Two Peachtree Street NW, Room 12-400
Atlanta, GA 30303
Phone: 404-657-3438
Fax: 404-657-3489

Hawaii
Gail Kikudome
Department of Human Services
Benefits, Employment, and Support Services Division
Child Care Program Office
1001 Bishop Street
Pacific Tower, Suite 900
Honolulu HI 96813
Phone: 808-586-7062
Fax: 808-586-5180

Idaho
Cheryl Bowers
Bureau of Family Support
Department of Health and Welfare
450 West State Street, 6th Floor
P.O. Box 83720
Boise, ID 83720-0036
Phone: 208-334-5819
Fax: 208-334-5817

Illinois
Linda Satisfield
Office of Child Care and Family Services
Department of Human Services
300 Iles Park Place, Suite 270
Springfield, IL 62762
Phone: 217-785-2559
Fax: 217-524-6029

Indiana
Lauralee Martin, Deputy Director
Family and Social Services Administration
Bureau of Child Development
402 W. Washington Street Room W392
Indianapolis, IN 46204
Phone: 317-232-1144
Fax: 317-232-7948
E-mail: lmartin@fssa.state.in.us

Iowa
Don Kassar, Chief
Department of Human Services
Bureau of Individual and Family Support
Services
Hoover State Office Building, 5th Floor
Des Moines, IA 50319-0114
Phone: 515-281-3186
Fax: 515-281-4597
E-mail: dkassar@dhs.state.ia.us

Kansas
Verna Weber, Director
Child Care Services
Department Of Social & Rehabilitation Services
915 SW Harrison
Docking State Office Building, Room 664
Topeka, KS 66612
Phone: 785-368-6354
Fax: 785-296-0146
E-mail: VSW@srsim.wpo.state.ks.us

Kentucky
Mike Cheek, Manager
Department for Social Services
Division of Program Management
Cabinet for Families and Children
275 East Main Street, 6th Floor West
Frankfort, KY 40621
Phone: 502-564-2524
Fax: 502-564-9554

Louisiana
Linda Beauvais, Administrator
Department of Social Services
Office of Family Support
Child Care Assistance Program
P.O. Box 94065
Baton Rouge, LA 70804
Phone: 504-342-9108
Fax: 504-342-4252

Maine
Dianne Stetson, Director
Office of Child Care and Head Start
Maine Department of Human Services
11 State House Station
Augusta, ME 04333-0011
Phone: 207-287-5060
Fax: 207-287-5031
E-mail: dianne.stetson@state.me.us

Maine
Barbara Van Burgel, ASPIRE Program Manager
Department of Human Services
Bureau of Family Independence
Statehouse Station 11
Augusta, ME 04333-0011
Phone: 207-287-2638
Fax: 207-287-5096

Maryland
Barbara Tayman
Department of Human Resources
Child Care Administration
311 W. Saratoga Street, 1st Floor
Baltimore, MD 21201
Phone: 410-767-7840
Fax: 410-333-8699

Massachusetts
Jan Anderson-Avallone, Assistant Commissioner
Executive Office of Health and Human Services
One Ashburton Place, 11th Floor
Boston, MA 02108
Phone: 617-626-2030
Fax: 617-626-2028

Michigan
Paul Nelson
Family Independence Agency
Child Care Division
235 South Grand Avenue, Suite 504
P.O. Box 30037
Lansing, MI 48909-7537
Phone: 517-335-6183
Fax: 517-241-7843
E-mail: nelsonp3@state.mi.us

Minnesota
Cherie Kotilinek, Child Care Program Administrator
Minnesota Children
550 Cedar Street, Suite 133
St. Paul, MN 55101-2273
Phone: 612-296-2030
Fax: 612-297-5695
E-mail: Cherie_Kotilinek_at_MDE@
Inet.educ.state.mn.us

Mississippi
Ronnie McGinnis, Director
Office for Children and Youth
Department of Human Services
P.O. Box 352
Jackson, MS 39205-0352
Phone: 601-359-4555
Fax: 601-359-4422

Missouri
Becky Huff, Unit Manager
Division of Family Services
615 Howerton Court
P.O. Box 88
Jefferson City, MO 65103
Phone: 573-751-9488
Fax: 573-526-4837

Montana
Patti Russ, Child Care Program Officer
Department of Public Health and Human Services
P.O. Box 8005
Helena, MT 59604-8005
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Fax: 406-444-2547

Nebraska
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Department of Health and Human Services
Resource Development and Support Unit
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Lincoln, NE 68509-5044
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Nevada
Jerry Allen
Department of Human Resources
Welfare Division
2527 N. Carson Street
Carson City, NV 89710
Phone: 702-687-1172
Fax: 702-687-1079

New Hampshire
Eileen Mullen, Interim Child Care Coordinator
Department of Health and Human Services
Division of Children and Youth
Child Development Bureau
6 Hazen Drive
Concord, NH 03301-6505
Phone: 603-271-4343
Fax: 603-271-7982

New Jersey
Beverly Lynn, Director of Child Care
Department of Human Services
Division of Family Development
222 S. Warren Street, CN 716
Trenton, NJ 08625
Phone: 609-588-2163
Fax: 609-588-3369

New Mexico
Steve Montana, Acting Chief
Department of Children, Youth and Families
Child Care Bureau
1120 Paseo de Peralta, Room 205
Santa Fe, NM 87502
Phone: 505-827-4033
Fax: 505-827-7361

New York
Suzanne Sennett, Director
State Department of Family Assistance
Office of Children and Family Services
Bureau of Early Childhood Services
40 North Pearl Street, 11B
Albany, NY 12243
Phone: 518-474-9454
Fax: 518-474-9617
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North Carolina
Barbara Carter, Policy Consultant
Department of Health and Human Services
Division of Child Development
P.O. Box 29553
Raleigh, NC 27626-0553
Phone: 919-662-4561
Fax: 919-662-3071

North Dakota
Sue Satherthwaite, Child Care Program Administrator
Department of Human Services
600 East Boulevard Avenue
Bismarck, ND 58505-0250
Phone: 701-328-4809
Fax: 701-328-2359

Ohio
Marsha Hannah, Chief
Child Care Services
Department of Human Services
65 E. State Street, 5th Floor
Columbus, OH 43215
Phone: 614-466-1043
Fax: 614-728-6803

Oklahoma
Prins Ella Anderson, Program Administrator
Department of Human Services
Office of Child Care
4545 N. Lincoln, Suite 100
Oklahoma City, OK 73105
Phone: 405-521-3561
Fax: 405-521-0391

Oregon
Michelle Wallace, Child Care Manager
Adult and Family Services
Human Resources Building, 2nd Floor
500 Summer Street NE
Salem, OR 97310
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Pennsylvania
Kathryn Holod, Director
Department of Public Welfare
Bureau of Child Day Care Services
P.O. Box 2675
Harrisburg, PA 17105-2675
Phone: 717-787-8691
Fax: 717-787-1529

Rhode Island
Barbara Gianola, Administrator
Department of Human Services
Individual Family Support Services
Louis Pasteur Building, #57
600 New London Avenue
Cranston, RI 02920
Phone: 401-464-3415
Fax: 401-464-1881

South Carolina
Kitty Casoli
Department of Health and Human Services
Bureau of Community Services
P.O. Box 8206
1801 Main Street, 8th Floor
Columbia, SC 29202-8206
Phone: 803-253-6154
Fax: 803-253-6152

South Dakota
Patricia Monson, Program Manager
Department of Social Services
Child Care Services
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Pierre, SD 57501-2291
Phone: 605-773-4766
Fax: 605-773-6834
E-mail: PatriciaM@dss.state.sd.us

Tennessee
Brenda Ramsey, Director
Child Care Services
Department of Human Services
Citizens Plaza, 14th Floor
400 Deaderick Street
Nashville, TN 37248-9600
Phone: 615-313-4781
Fax: 615-532-9956

Texas
Sandra Smith, Interim Director
Child Care and Development
Texas Workforce Commission
Child Care Services/Work and Family Clearinghouse
101 East 15th Street Suite 524T
Austin, TX 78778-0001
Phone: 512-936-3228
Fax: 512-936-3223

Utah
Catherine Pappas, Child Care Program Specialist
Department of Workforce Services Policy and Program Unit
140 East 3rd South
Salt Lake City, UT 84111
Phone: 801-468-0123
Fax: 801-468-0160

Vermont
Kim Keiser, Director
Child Care Services Division
Department of Social and Rehabilitation Services
Agency for Human Services
103 South Main Street, 2nd Floor
Waterbury, VT 05671-2401
Phone: 802-241-3110
Fax: 802-241-1220
E-mail: Kim@srs.ahs.state.vt.us

Virginia
Vincent Jordan, Program Manager
Department of Social Services
Child Day Care
730 E. Broad Street
Richmond, VA 23219-1849
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Fax: 804-692-2209

Washington
Rachel Langen, Administrator
Department of Social and Health Services
Office of Child Care Policy
1009 College Street, M/S 45480
Olympia, WA 98504-5700
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Fax: 360-902-3493

West Virginia
Judy Curry
Program Specialist
West Virginia Department of Health and Human Resources
Bureau for Children & Families
Office of Social Services, Division of Planning Services
Capitol Complex, Bldg. 6, Room 850
Charleston, WV 25305
Phone: 304-558-0938
Fax: 304-558-8800

Wisconsin
Laura Saterfield, Child Care Grant Administrator
Department of Workforce Development
Division of Economic Support
203 E. Washington Avenue, Room 170
P.O. Box 7935
Madison, WI 53707-7935
Phone: 608-226-8200
Fax: 608-261-6968

Wyoming
Sue Bacon, Economic Assistance Consultant
Department of Family Services
Hathaway Building, Room 373
2300 Capitol Avenue
Cheyenne, WY 82002-0490
Phone: 307-777-6848
Fax: 307-777-3693
E-mail: sbacon @missc.state.wy.us

American Samoa
Fa'afetai I'aulualo
Department of Human Resources
Social Services Division
Pago Pago, AS 96799
Phone: 684-633-2696
Fax: 684-633-7449

Guam
Dennis G. Rodrigues, Director
Department of Public Health and Social Services
P.O. Box 2816
Agana, GU 96910
Phone: 671-735-7102
Fax: 671-734-5910
E-mail: dennisr@ns.gov.gu

Puerto Rico
Jenniffer Garity
Administracíon de Familias y Niños
Ponce de Leon Avenue, #2 San Juan
Apartado 15091
San Juan, PR 00902-5091
Phone: 787-724-7474
Fax: 787-721-2245

Northern Mariana Islands
William Torres, Commissioner of Education
State Board of Education CNMI
P.O. Box 1370 CK
Saipan, MP 98950
Phone: 670-322-6405
Fax: 670-322-4056

Virgin Islands
Velven Samuel, Project Administrator
Department of Human Services
Knud Hansen Complex, Building A
1303 Hospital Grounds
Charlotte Amalie, VI 00802
Phone: 809-774-0930, ext. 4189
Fax: 809-774-3466

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John Deardourff
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Marian Wright Edelman
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Children's Defense Fund
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Winifred Green
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Haworth Group
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National Council of Negro Women
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